

Activity: Literature and Integrated Language Teaching - Sample Lesson

What to do:

1. Reflect on the title of the story. Discuss with the class.
 - a. What does the title tell you about the story?
 - b. Predict what the main characters are like.
2. Listen to an oral reading of the story. Ask questions if something is not clear.
3. In groups of 3, make a story board of the story: Draw the beginning, middle, and end of the story.
4. Write a caption for each picture. Use the simple past tense.
5. Combine 2 groups. Share your illustrations and captions with the other group. Proof-read each other's captions for mistakes.
6. In the double group, retell the story in your own words: Sitting in a circle, each person adds 1-2 lines to the story, from beginning to end.
7. Reform original groups of 3. Read the story text together.
 - a. Underline the verbs in each sentence. Analyze the verb tense. How will you know?) Hypothesize a general rule to form this verb tense. Write it on the back of your storyboard.
 - b. Circle the text which is spoken. Double circle verbs used to indicate someone speaks. Analyze the punctuation and hypothesize 1-2 rules to format written speech. Write them on the back of your storyboard.
 - c. Compare your rules to those of another group. Do you agree with their rules? What changes might you suggest to them or what changes do you want to make on your rules?
8. In groups of 3, change the ending of the story. Fold the text between lines 9 and 10. Place the first part of the story (lines 1-9) face up.
9. Write a new story ending, beginning with line 10. Pay attention to simple past tense and to spoken text. Apply the rules your group has written.
10. Present the revised story to the class as a Readers' Theater skit.
11. Class watches/listens to the revised story skits.
12. In group of 3, discuss the new endings. For each, write 1-2 sentences about how the moral has been altered from the original story.

Debrief questions:

1. How is the pre-task activity presented?
2. Describe the task cycle in this lesson: Where does planning take place? What are the language tasks and objectives? How are the tasks reported?
3. What was the language focus of the lesson? In what part of the lesson is the language focus analyzed? Practiced?
4. What integrated skills activities fit with your teaching materials?

THE TWO GOATS

1. A small stream ran between two hills. Over this stream there was a very narrow bridge.
 2. If two persons came to the opposite ends of this bridge at the same time, one must wait for the other to cross before he could go over.
 3. One morning, two goats, a black one and a white one, reached the opposite ends of the bridge at the same moment.
 4. The black goat called out to the white one, "Hold on a minute; I am coming over."
 5. The white goat replied, "No, I will go over first; I am in a hurry."
 6. "No," said the black goat, "I will not wait for you. I am the older."
 7. "You shall wait for me," roared the white goat as he stepped upon the bridge and started across.
 8. "We'll see if I am to wait for you," said the black goat, and he too started across.
 9. They met in the middle of the bridge.
 10. "Go back and let me cross," said the white goat, stamping his foot.
 11. "Go back, yourself," replied the black goat, and he pushed against the other.
 12. They were very angry.
 13. Each drew back.
 14. Their heads came together with terrible force.
 15. They locked horns.
 16. The white goat lost his footing and fell, pulling the black goat over with him, and both were drowned.
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